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ABSTRACT

Key points of presentations are captured in this report of a conference which addressed issues of concern to educators in Alaska's small schools and provided an opportunity for educators to share classroom approaches that work for them. A total of 77 presentations are briefly summarized. Contents are organized under the following headings: (1) effective teaching and leadership strategies; (2) curriculum topics; (3) educational technology; (4) bilingual/bicultural education; (5) vocational education; and (6) miscellaneous topics. Subjects include improving student achievement, communicating with parents and community, staffing and scheduling in the small high school, qualities of effective small school teachers, curriculum development techniques in small schools, computer resources, instructional television programming, native culture and language instruction, first language assessment tools, computer assisted career planning activities, child abuse in small communities, and characteristics of native leaders. Addresses are included for the more than 100 conference presenters. (JHZ)

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Improving Student Achievement in Small Schools

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Fourth
Alaska
Small
Schools
Conference

December 3-5, 1984
Sheraton Anchorage

RC015282

From the Commissioner

Alaska has many natural resources, and the most valuable in my view is the people who live here. This is very evident in the quality of educators who work in Alaska's small schools.

This quality was clearly demonstrated at the Alaska Small Schools Conference December 3-5, 1984 in Anchorage. The conference presented an opportunity for educators to share classroom approaches that work for them.

Participants evaluated the conference as a big success. Careful preconference planning is reflected in this success. Organizers used information from a survey of educators in Alaska small schools to ensure the conference addressed issues of concern to the participants.

This document captures key points of many of the presentations at the conference. For the more than 300 educators who attended the conference, these proceedings are intended to summarize the main points of sessions they were unable to attend as well as serve as a reminder for those sessions they were able to attend.

I want to thank members of the Department of Education staff who volunteered to report on individual sessions for the purpose of these proceedings.

Along with the Alaska Council of School Administrators and NEA/Alaska, who co-sponsored the conference with the Department of Education, we hope you find this report useful. I also invite you to join us next October at the 1986 Small Schools Conference.

Harold Raynolds
Commissioner
Alaska Department of Education

Contents

The contents of these proceedings are organized according to the seven strands at the Small Schools Conference.

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Effective Teaching and Leadership Strategies

Improving Student Achievement in Small Schools—The State's Perspective

Alaska Department of Education Commissioner Harold Raynolds

Cooperation is the primary characteristic of first-rate educational activities, Raynolds said. The Department of Education's role in raising student achievement is to work with school districts and other agencies in providing better opportunities for students. He described the department as a cross between Sherlock Holmes and the Consumer's Union, as "educators working as super sleuths determining at our very best what should be best for schools." The department also can contribute by serving as: a cadre of effective teachers providing information, knowledge and technical assistance; a catalyst for improvement of education; a convener; a disseminator; and, most of all, an agency that has a real sense of what is important for education.

Communicating with Parents and Community

Maryann Gatheral, University of California-Davis

"The most and best communicating is done through what parents see of work being done in school"—specifically students' papers and what teachers write on them, Gatheral said. Tell parents and students at the beginning of the year that you will grade on three things: attendance, participation and quality of work. Mark unfinished papers that students take home "first draft" or "work in progress" so parents are not confused about them. On finished papers mark such things as grade, honest questions to which you expect students to respond, pertinent information, corrections that students can't make themselves and errors that students need to correct. Make praise specific so students will understand what they have done successfully and how to recreate it.

Clinical Teaching: An Overview

Judy Beuerman and Pete Hodges, Merced City Schools, California

A good lesson teaches to an objective, includes diagnosis and prescriptive task analysis, learning principles, learning design and constant monitoring and adjusting. Teachers who have such good teaching skills can increase the likelihood their students will learn by increasing students' interest, success, knowledge of results and rewards. The five-step lesson design is: anticipatory set, input, guided practice, closure activity and independent practice.

Clinical Supervision Networking

Kelly Tonsmeire, Department of Education, and Bob Love, Craig City Schools

The Alaska School Leadership Academy is an organized approach to improving instruction through improving leadership skills of principals. The three year pro-

"The most and best communicating is done through what parents see of work being done in school."

gram focuses on identifying and improving effective teaching, effective supervision and school improvement. It is built on research-based information which has identified qualities of effective schools. "Whatever the approach the staff decides to follow, it is critical that the administrator becomes the instructional leader of the plan," Love said.

Staffing and Scheduling in the Small High School

Pat Evenson, Grady, Lower Yukon School District

At Russian Mission, 18 students are in high school and 78 students are in the whole school. All the teachers—six full-time teachers, a teacher who is a half-time special education teacher and a principal—teach in the high school. Advantages of this system are: 1) educators are teaching in their subject areas and therefore reduce stress; 2) high school students like exposure to the different teachers; 3) the teaching load is shared more evenly; and 4) each teacher can have a preparation period. Such a flexible staffing plan must be developed with the teachers and not imposed on them. According to one participant, the major disadvantage of sharing the teaching load is that teachers don't have their own rooms.

Improving Student Performance in Small Schools—A District's Perspective

Leland Dishman, Pribilof Schools

"We need to make students thirsty for knowledge. Quenching that thirst is one of the most satisfying sensations a teacher can have," Dishman said. To get students' attention educators must pay attention, know all their students, and get students involved. Student success—the opportunity to do one's personal best—will come from: clearly identified curriculum; goal oriented classroom instruction; high expectations; firm, consistent discipline, close monitoring; strong instructional leadership; positive student attitudes; and regular attendance by both students and teachers.

The Alaska Principals Assessment Center

Dee Durst, The Northern Institute

The assessment center offers training sessions for potential administrators and is made up of a consortium of 10 districts. "We are a tool for generating information for administrator training," said Durst. Assessors look for skills to make up administrative skills by scoring participants for needed skills. Scores are sent to districts with recommendations for growth of the participant.

Project IMPACT on Teacher Behavior

Dave Thomas and Sherrie Chrysler, Juneau School District

Project IMPACT is a staff development project that focuses on instruction using current education techniques and the clinical teaching model to improve instruction for all children. "We do not have to be sick to get better," Chrysler said about teachers who want to improve their skills. Training includes practice and structured feedback to improve carryover of the training.

"We need to make students thirsty for knowledge. Quenching that thirst is one of the most satisfying sensations a teacher can have."

LEAST Approach to Discipline

Carol J. Merritt, National Education Association—Alaska

The idea behind the LEAST approach to discipline is to retain control of the classroom by spending minimum time disciplining students and maximum time teaching. The LEAST method was designed by teachers for teachers at all grade levels. It consists of five techniques: Leave things alone when no problems are likely to ensue; End disruptive action indirectly; Attend more fully; Spell out directions when disruption or harm could occur; and Track student progress and follow through to evaluate and reinforce behavior.

Qualities of an Effective Small School Teacher

Maryann Gatheral, University of California-Davis

The decisions teachers make and the support they have for those decisions make classrooms that "sing," Gatheral said. Teachers need strong training in universities and once they are employed, social esteem, better administrative support, creative environments that encourage decision-making, adequate facilities and supplies to support their programs, appropriate numbers of students in their classrooms and the opportunity to interact with their colleagues about important issues. Four qualities are characteristic of great teachers:

- Knowledge—of material to be taught and things kids can connect it to; of teaching strategies; and of curriculum;
- Being an interesting person—being interested in other people and things, having a sense of humor, believing in your own and students' abilities, and having at least one "significant other" who provides support and positive criticism;
- A firm belief that the dignity of students must be upheld, that kids can think for themselves and that every human being has the right to determine his or her own future;
- Commitment, energy and enthusiasm because schools are where teachers want to be.

Report Writing

Maryann Gatheral, University of California-Davis

WRITE, a technique for teaching report writing, includes: What to write about; identifying Resources; preparing Initial drafts; Two kinds of revisions, content and mechanics; and Extending the audience. The MAP technique includes editing questions: is there any need to Move, Add or Prune (delete) anything? "If a child goes through the process many times, the technique becomes theirs," Gatheral said.

Problem Solving, Part II

Ellen Alquist, *Learning Magazine*

In this technique, classes are divided into small groups and required to solve several problems. First, to understand the problem students: restate it, clarify it, categorize information needed or useless, check and evaluate. Then to solve the problem, they

"If a child goes through the process many times, the (writing) technique becomes theirs."

find and solve a subproblem; use pictures, manipulations or drama; use either numbers, fewer steps and/or estimation; find patterns; and work backwards.

Leadership Training for Principals/Teachers

David Hagstrom, University of Alaska-Juneau

A proposal for the development of a principals' center for educators with administrative responsibilities in rural Alaska was discussed. Hagstrom discussed the unique leadership considerations in small schools; other models; cautions and the relationship between the University of Alaska and schools.

A Cooperative School District/Department of Education Evaluation Model for Instructional Improvement

Marty Steckman, Northwest Arctic School District, and Al Hazelton, Department of Education

Northwest Arctic School District is employing the five components of effective schooling: leadership; school environment; curriculum; classroom instruction; and management, assessment and evaluation. Teachers were provided with both technical assistance and inservice education. Student achievement is being monitored to determine the impact of the emphasis on effective practices.

Successful Teaching Practices in a Rural Alaska Secondary School

Bill Radtke, University of Alaska-Fairbanks

In science classes, teachers should stress methodology, following directions, observing, analysis and recording, and "do a lot of doing." In social studies, teachers should stress timelines; the thematic approach in poverty, culture and economics; local history; news approach; current events; and news reported in the media. In English, teachers could make a reading list for ninth through twelfth graders; assign 20 pages of reading as homework; and expand English to writing stories, books and speeches. In math, individual schedules for the basic skills should be set up.

Inservice Program— An Alaska Department of Education Promising Practice

Peter Larson, Kenai Peninsula School District

The Kenai Peninsula Borough School District's model inservice program was validated as a Promising Practice in Spring 1984. Key points of the program are: 1) the Joyce/Showers Inservice Model focusing on direct instruction and clinical teaching; 2) the annual district-wide two-day inservice; 3) district-wide talent bank; 4) the "Here's Looking at You Program;" 5) the nationally validated descriptive, prescriptive math program (DPA Math); 6) the nationally validated Early Prevention of School Failure program; 7) the Madeline Hunter model; 8) Project Leadership for administrators; 9) the Peninsula Writing Project; 10) Career Development Grants for staff; and 11) giving teachers a half day of planning time several months of the school year.

In science classes, teachers should ... "do a lot of doing."

How Community Education Can Help Improve Student Achievement

Kim Ratz, Department of Education

Educators can use community education to help improve student achievement. Examples of successfully involving the community include the homework hotline, parent programs and the extended day programs. How to enlist volunteers to work with community education projects and defining community resources was discussed.

Gambell Future Problem Solving Program

Bruce Currie, Bering Strait Schools

Elements common to schools that compete successfully with others at Future Problem Solving tournaments are: 1) dedicated teachers who set team standards and examples, and who motivate students; 2) morale and financial support from administrators so students feel important; 3) students who are willing to make commitments and who have long range goals, a realistic self image and a healthy attitude toward competition. "The fact that we were a small school did not hurt us," Currie said. "The fact that our students were Native did not hinder us because we did not consider these (facts) to be insurmountable problems."

Making it Possible for All Kids to Learn

Ken Klawunder, Alaska Gateway Schools

Mastery learning is the main concept behind making it possible for all children to learn. They should all be encouraged to learn and to meet high expectations.

Time on Task, Part 1: Behaviors, Routines, Discipline and Management

Judy Beuerman and Peter Hodges, Merced City Schools, California

Student effective learning time can be improved by attention to three areas of classroom management:

• Taking time at the beginning of the school year to teach students appropriate classroom behaviors and routines pays off greatly in improved classroom management and student learning all year long. Teachers need to decide what behaviors they would like from students, then explain, discuss and model them. Students should be led to practice them and be given accurate feedback on how well they are doing. Re-teach appropriate behaviors frequently, especially after vacations.

• Citizenship education is a key to student discipline and self-concept. Stopping negative behavior is a short-term goal; teaching appropriate behavior is a long-term one. Teaching citizenship is part of helping students progress through Piaget's stages of seeing reality from only a personal point of view, to seeing several points of view on the basis of real experience, to understanding abstract, moral behavior and acting on the basis of what is right rather than what will merely avoid punishment.

• In effective discipline the social contract of the classroom is used to teach students. Students need: 1) good rules that are specific and that are made with student involvement; 2) effective warnings that specifically identify inappropriate behavior

"The fact that we were a small school did not hurt us. The fact that our students were Native did not hinder us because we did not consider these (facts) to be insurmountable problems."

and redirect students to responsible and appropriate behavior and; 3) to recognize logical consequences that honor students' rights to choose their behavior but help move them toward greater understanding and control of their behavior.

Findings of the Small High Schools Study

Judith Kleinfeld, University of Alaska-Fairbanks

Preliminary results of a study conducted by the University of Alaska Institute of Social and Economic Research indicate community members are happy overall with Alaska's small village high schools. Citizens gave a number of reasons for supporting the village high school system. They said the system keeps young people in a secure home environment; gives students a lot of individual attention; is based on local control; and gives students ample opportunity to participate in extracurricular activities.

Good schools had three factors in common, said researcher Bill McDiarmid:

- strong partnerships between school and community—partnerships built around a particular focus from which students are encouraged to explore many areas;
- high quality professional educators; and
- a tendency to have good relationships between the site administrator and the community and between the site administrator and the district office.

Problems of small schools, such as the need to help students with socialization, need for vocational education geared to village life, and need for helping graduates make transitions to adulthood, were in many cases being tackled by parents, school districts and such short-term programs as Alaska Closeup, the Rural Student Vocational Program and the Rural Alaska Honors Institute, the study found.

Portraits of Successful Village High Schools (A Personal Expression of Opinion)

David Hagstrom, University of Alaska-Juneau

One of the researchers for the recent Alaska village high school study described characteristics that village high schools he thought were successful seemed to have in common:

- School leaders, though using varied leadership styles, were "visibly present" in schools and communities. They showed resourcefulness, ingenuity, integrity and trustworthiness.
- Healthy school climate sprang from a strong sense of collegiality and internal school spirit.
- There was a school-wide emphasis on learning that always included: 1) purposeful, well-planned locally developed curriculum, programs, goals and purposes; 2) focused, whole-group instruction; 3) frequent use of tutoring, cross-age or cross-generational; and 4) enrichment activities.

Despite variations in methods, educators expressed high expectations, confidence and pride in students. Monitoring of students was tied to local objectives.

The most critical factors among successful schools were pride in individuals, school and community; a sense of purpose; a sense of community in both village and school;

and creative problem solving in use of local resources, scheduling options and curriculum decisions.

Follow-Up Discussion To Findings of the Small High Schools Study

Participants shared their perceptions on several issues covered in the study:

- Need for a social support system has become more crucial than academic ability among rural students who go to college. "Let's use the volunteer and information means of building support rather than depending on institutions," one participant said.
- Are expectations for vocational education too high? "Let's focus on those programs small schools can do well and that are relevant to the community," said another. Other participants suggested flexibility to allow block scheduling for vocational instruction.
- Are high expectations, or a lack of them, that important a factor in effective teaching?

Alaska School Leadership Academy

Kelly Tonsmeire, Department of Education

This session gave a historical overview of the Effective Schooling Project and how the Alaska School Leadership Academy was created. Current efforts in Southeast Alaska and the Interior, and possibilities for 1985-86 also were discussed.

How to Improve Student Achievement by Improving Student Self-Image

Cliff Schadler, Lower Kuskokwim Schools

Schadler emphasized the importance of giving children positive feedback. One technique is to add the "because" in such instances as "you're a neat kid because ..." When teachers praise students for their efforts and reward them for achievement, student achievement increases. Emphasize the positive and word things positively. Thank people and communicate with parents positively. Schadler emphasized showing empathy and concern. "Attitude is really important," Schadler said. "How you feel takes precedence over what you know. The words you say to kids last forever."

Coaching Teachers to Improve Instruction

Shari Merrick, Kake City Schools

Clinical supervision and coaching school staff were discussed. Important points included the role of the school principal in implementing clinical supervision and coaching, and communication among staff. Rural teachers have some unique teaching problems to overcome. Professional development, identifying problems and providing support from both administrators and other staff are essential to successful teaching.

"Attitude is really important. How you feel takes precedence over what you know. The words you say to kids lasts forever."

Talents Unlimited (Multiple Talents)

Sharon Sonnenberg, Alaska Gateway Schools

This school district is helping teachers be talent developers as well as dispersers of knowledge. Teachers trained in using the nationally validated Talents Unlimited program seek to develop students' natural abilities in such higher level thinking skills as productive thinking, forecasting, planning, decision making and communication. Skills are taught across the curriculum either one at a time or in sequence.

Using the Alaska State Museum as a Teaching Resource

Betty Bradlyn and Tom Manning, Alaska State Museum

The Alaska State Museum provides 60 learning kits for loan to schools as instructional units. Each district has a learning kit contact person who handles district requests for kits and publications from the museum. The museum's referencing service handles requests for specific information by researching various resources.

Implementing Clinical Supervision in Small Schools

Steve McAllister and John Bania, Northwest Arctic School District

The three parts to the clinical model are: 1) planning with the teacher; 2) observing instruction in the classroom; and 3) holding a post-observation conference to help teachers participate in their own supervision. Student achievement can be improved through continuous professional development within a collegial atmosphere. Peer supervision in each school can implement the process. Select areas that need to be improved according to a school's needs.

Avoiding Turnover in Rural Schools

Ross Lambert, Bering Strait Schools

Turnover affects relationships, curriculum, supplies and teacher expectations. Adjustment techniques to help teachers avoid turnover include the ability to laugh, being hospitable and having "thick skin" and self control. Teachers should also get involved in village life. Teaching techniques should include using existing social and learning patterns, incorporating both local expertise and use of computers.

Learning Talent Fair

Sharon Sonnenberg, Alaska Gateway Schools

All schools in the Alaska Gateway School District participate in the Learning Talent Fair as an ongoing part of their curriculum. Students compete and are judged on various projects in various content areas. The fair helps encourage students to learn and to earn recognition through the certificates of excellence issued to winners.

Adjustment techniques to help teachers avoid turnover include the ability to laugh, being hospitable and having "thick skin" and self control.

Curriculum Topics

Language Experience K-4 and 5-9

Ellen Alquist, *Learning Magazine*

Important aspects of teaching language are what to write about; research and development of writing; creating an initial draft; carrying out both content and mechanical revision; and extending the audience. Publishing children's efforts in different formats is important. In grades 5-9 try giving a structure for writing then having children fill in the blanks in a sentence. One class wrote news articles from fairy tales. The word processor takes the toil out of revision.

Department of Education Curriculum Efforts— What They Mean to You

Darby Anderson and Annie Calkins, Department of Education

Presenters explained the development and current status of the model curriculum guides developed by the department; the mission of the department's Office of Curriculum Services; and the curriculum cabinet recently formed from representatives of professional education organizations and district staff specializing in curriculum.

Environment, Curriculum and the Media— A Comprehensive Plan for Small Schools

Terry McCarthy and Levesque High School students Teddy Tom, Alice Tom, Cathrine John, Brian Kilongak from Lower Kuskokwim Schools

Students develop language by learning from personal experiences and the village environment. Language development is an integral part of the total curriculum. Vocational education, math, science and social studies are conducted both in English and Yup'ik. "We try to give students a comfortable, safe environment in which to use English," said McCarthy. "We also are product oriented; students like to see what they learn."

Science as a Thinking Process

Ellen Alquist, *Learning Magazine*

Science in schools should be a real experience and should include investigation, verification and application. Students should ask questions, set up experiments, do experiments and answer questions about them. In order to promote control, experiments should be conducted several times.

Science in schools should be a real experience and should include investigation, verification and application.

Developing Curriculum from Local Sources

Alan Dick, Iditarod Schools

Considering 10 points can help develop ideas into quality curriculum materials for schools. The points are: 1) have clear objectives; 2) field test; 3) be sure to

consider and include aspects of local culture; 4) don't be afraid to change the grade level of existing materials; 5) don't be afraid to expand or condense existing materials; 6) use simple terminology; 7) don't change things that are working; 8) be specific in suggesting activities; 9) keep the audience in mind when writing; and 10) provide for different learning styles—audio, visual and kinesthetic.

Music in Small Schools

Ed Raines, Lower Kuskokwim School District

Raines finds it helpful to cooperate with music companies and other music professionals in the state when selecting music and other band materials, he said. Band starts in the fourth grade and Raines lets students practice at his home if they aren't able to do so at their own home. "If a child can read stories, he can read music," Raines said.

Integrating Art and Language Arts

Maryann Gatheral, University of California-Davis

Art and music formulate and shape a student's environment and then the student shapes it.

One art exercise is to have children create drawings and then write stories for them. Children are better at free expression through art than through stories, Gatheral said.

Art can be involved in any other subject students are learning. The art of other cultures is useful too. "It is necessary to use artwork to find out more about people," Gatheral said. "Artwork becomes an 'in' to what is going on."

Developing Procedures for Curriculum Guides

Alfred Knutson, Hydaburg City Schools

When developing a curriculum guide, educators should: interview people such as community members, school board members, students, and certified and classified staff; examine existing goals and philosophy; take inventory of instructional materials; hire substitutes while individual teachers meet with consultants; synthesize a scope and sequence from other sample curriculums by teachers; add community goals and record onto floppy discs to make revision and refining easier; and choose textbooks to be ordered for the next school year. Benefits of a curriculum guide included: community and staff knowing the direction they want to take; reducing staff turnover by 50 percent; students reading more; seeing a more positive attitude throughout the community; and ordering educational supplies through a logical procedure. Also standardized test scores for a three year period are being graphed.

Integrating Math and Language Art

Ellen Alquist, *Learning Magazine*

Math and language arts can be integrated through story problems, building "idea patterns" and "anticipatory counting." The "anticipatory set" theory was emphasized as good for combining math and language arts. Simultaneous equations also

"It is necessary to use art work to find out more about people. Artwork becomes an 'in' to what is going on."

combine math and language arts. Students should work in groups. "Arithmetic is the phonics of mathematics," Alquist said.

Sharing Ideas for Curriculum Development in Small Schools

Ken Klawunder and Spike Jorgensen, Alaska Gateway School District

Alaska Gateway School District is refining school curriculum and writing it down in a standardized format. Writing it down this year is time consuming, but it will save time in the future because most of the material can be reused.

Handwriting: An Operational Method for Teaching

Ray Harris, Chevak

Over a period of time, students are given nine criteria for good handwriting. After teacher criticism, students learn how to criticize their own writing.

Alaska State Writing Consortium

Annie Calkins, Department of Education; Claudia Douglas, University of Alaska-Fairbanks, and Bill Chalmers, Lower Kuskokwim School District

An overview of the Alaska State Writing Project, including a brief history of the project and its current status. Some steps in the writing process—using bubbling, learning logs and student-made dictionaries—were discussed, as was integrating the writing process across the curriculum.

Math and Writing Across the Curriculum

Phil and Pat Evenson-Brady, Lower Yukon Schools

Teachers should look for appropriate ways to use math and writing as they fit in naturally with other courses. Students can learn to do real research by taking polls in the village and real writing by writing for actual audiences other than teachers.

Young Authors Day

Christine Englehard and Suzan Van Beaver, Yukon Flats School District

One fourth, fifth or sixth grade student from each of the Yukon Flats School District's 10 schools and three correspondence students were brought to the Fort Yukon Vocational Center for two days of writing activities. Students moved through a number of learning centers—drama, science, calligraphy and bookbinding—rewrote folk songs and sang them with a local fiddler, and attended a community banquet where they were honored. The event was supported by preliminary and follow-up activities in individual schools and by *Blazing Pencils*, a publication of student writing.

"Arithmetic is the phonics of mathematics."

Educational Technology

Using Audioconferencing and Radio Drama in the Classroom

Theresa Mercer, Aleutian Region School District

Setting up audioconferences and using radio drama are two valuable resources for rural classrooms. Audioconferencing teaches students to listen and opens up a whole new world for rural students. It exposes them to more types of people than they would meet in their community.

Radio drama teaches students listening, composition, oral and non-verbal expression and language. It also can incorporate a variety of content areas such as vocational education and bilingual education.

Department of Education Educational Computing Resources

Paul Berg, Department of Education

"The trend is to see computers more as a tool and less as a teaching machine," Berg said. He reviewed the services, resources and materials available to schools from the Department of Education: 1) Individualized Study by Telecommunications courses; 2) the Alaska Computer Training Series; 3) microcomputers in school administration; 4) Minnesota Educational Computing Consortium materials; 5) news items from the department; 6) The Educational Software Selector; 7) Micros for Managers; 8) training and other ways the department can help support educational computing in Alaska. Much information was shared on new software available. "I think the Alaska history IST course is outstanding," said one participant. "It's ideal for use in a situation where you have nine students in three grades."

Computers in Small Schools or How Computers Can be Used as an Instructional Tool

Will Files, Yukon Flats Schools

Computers are used for math, reading and word processing in Yukon Flats School District. Students are allowed to go to the computer center as a reward for good behavior.

Kindermath: Computer-based Math

Anne Collins, Northwest Arctic Schools

Kindermath is a computer assisted math program for kindergartners that uses voice output and screen output to teach basic math skills. The program is based on a nationally validated program and uses a school's speech synthesizer.

Computer Literacy for Small Schools: The Ins and Outs of Inputs and Outputs including Robotics

Bob Woolf, Lower Kuskokwim School District

To teach computer literacy, it is imperative that teachers learn about computers, design courses appropriate for the teaching situation, find appropriate materials and

"The trend is to see computers more as a tool and less as a teaching machine."

decide on which methods to use. Students should be computer literate in order to demystify technology and be in control of the increasingly information-based environment in which we live. "People who control computer technology will control the world," Woolf said.

LearnAlaska: Instructional Opportunities for Teachers and Students

Kathie Berg and Ed Obie, Department of Education, and Mike Woodhead, LearnAlaska Network

Learn Alaska instructional television programming, can be used as integral or supplemental classroom instruction. Available to rural Alaska through satellite or cable and to urban areas through cable, the network broadcasts some 170 program series designed from existing curriculum with specific student objectives in mind.

ECRI-BLTIM: Basic Literacy through Microcomputers

Janice Coulter, Anchorage

This teacher-directed program includes computer keyboarding, reading, spelling and typing. Students receive group instruction, but work toward individual mastery. The program is in disk form and works with Apple II and IIe computers.

Integrating Microcomputers into Bilingual/Bicultural Education

Niki McCurry, Yukon-Koyukuk School District

Computers can be effectively used according to Bloom's taxonomy and Moffet's writing techniques. They are best used when 1) they support the district curriculum, 2) district curriculum materials are culturally appropriate and 3) teachers receive a great deal of inservice and on-site support. The district is researching local variations of English to help determine what should be taught and materials to be purchased or developed.

Video Production for the Classroom

Ben Fennell, Department of Education; Bob Walker, Anchorage School District; Tom Cloonan, Fairbanks North Star Borough School District; Diane Fredericks, Northwest Arctic School District

Students learn valuable vocational and expressive skills through video productions. "Student video production benefits not only the school and the student, but the entire community as well," one of the presenters said. Realizing the costs involved in producing a video production is important before beginning. Administrative support and class organization are necessary too. Production techniques can be as sophisticated as the equipment will allow, but there are techniques that allow good production with even the most basic equipment.

"Student video production benefits not only the school and the student, but the entire community as well."

Bilingual/Bicultural Education

Newtok Bilingual/Bicultural Promising Practice

Terry McCarthy, Lower Kuskokwim Schools and Students

Teacher and students showed how students whose native language is Yup'ik learn skill in English by creating radio, television, puppet and theater programs. Once students can speak English as a second language, they can write it. Once they write it, they can read it.

Promising Practices in Bilingual Education—Manokotak School

Nathaniel Good, Southwest Region School District

Main points of the bilingual education program at Manokotak School include promoting school spirit by identifying positive aspects of school and community and trusting students. Students begin learning in their native Yup'ik and gradually learn more and more English as they progress through school. A ninth grade Yup'ik literacy course emphasizes the importance of the Native language among older students. "If we don't teach our students to read and write Yup'ik, the language will be extinct in another generation," Good said.

Building First Language Assessment Tools

Chuck Winger, Cheval

Educators need to study first languages to determine students' levels of competency, Winger said. Word pools can be developed by: talking to village experts, elders and school aides; examining existing materials; and videotaping and audiotaping the student's language and transcribing the information. Assessing student language should be done by age and language dominance. Testing should be developed for various kinds of needs for language use.

Learning Styles and Preferences: Four Cultures

Dorian Ross, Southwest Region Schools

Ross gave learning style preference tests to Samoan, Iranian, Gros Ventre and Assiniboin Indians, Tlingit, Haida, Yup'ik and Caucasian students in Alaska. After determining students' learning styles and preferred ways of learning, educators should adapt instruction techniques accordingly to utilize those preferences as well as providing experiences with other styles. Different learning styles include: lecture, incidental, structured, unstructured, machine, discovery, tutoring and group. In Togiak, after analyzing student learning preferences and aligning instruction based on these styles, teachers saw student vocabulary development increase dramatically.

"If we don't teach our students to read and write Yup'ik, the language will be extinct in another generation."

Alaska is Not Alone:
Mother Tongue Instruction in Papua, New Guinea

Lisa Delpit, University of Alaska-Fairbanks

A province program in Papua, New Guinea takes seven-year-olds for two years of schooling in their native culture and language. Then students go to an English system school for six years where they are taught in English. As a result, children are fitting into the community better; are not "big headed" about learning English; are better able to use their traditional values; and are more polite and confident. School achievement, particularly in English skills, has increased. Research-supported implications are that children shouldn't be taught a second language until age 10 unless the community uses it for communication. "Language is culture. Our language tells us everything," Delpit said.

"Language is culture. Our language tells us everything."

Vocational Education

Vocational Evaluation in Rural Alaska Schools

Richard Smiley, South East Regional Resource Center (SERRC)

The South East Regional Resource Center Career and Vocational Education Center can provide on-site visits, conduct evaluations, train district staff and send reports to school districts for vocational evaluation of students. Fourteen points are considered in vocational evaluations.

Subsistence Lifestyle: Survival Based on Economic Development

Chuck Johnson and Stan Childers, Northwest Arctic School District

It is important to teach survival skills for employment that is relevant locally but can be transferred to urban situations. Both the Western and the subsistence work ethics can co-exist and be taught.

Preparing Students for a Successful College Experience

J.L. Singer, University of Alaska-Fairbanks

Some factors that should be considered when encouraging rural Alaska students to attend colleges are 1) selecting the right school—being sure it has what students need; 2) pre-arrival services, such as someone to help students with financial aid forms; 3) support services such as academic advising, personal contact, career counseling, sending students to institutions where there are other Native students; 5) appropriate housing; 6) availability of remedial or "linkage" courses to help students who are weak in certain areas. "Anyone can make up a deficiency from high school if they're willing to work hard," Singer said.

The Alaska Career Information System; Occupations, Study and Training, and Schools in Alaska

Judy Miller, Department of Education

The career information system, in computerized form or needle sort form, can be used for student career exploration and as a teacher resource. By asking questions from the user handbook, students can explore career avenues. AKCIS also has information about course offerings, advisers and training and other aspects of a particular career.

Computerized Vocational Materials Library and Vocational Curriculum Models based on Competencies

Verdell Jackson, Department of Education

A computerized catalog was developed for the Alaska Vocational Materials Library on eight Apple disks. It is available to educators who send eight blank disks to the department's Office of Adult and Vocational Education. Vocational materials can

"Anyone can make up a deficiency from high school if they're willing to work hard."

be loaned for up to two months from the library. Material not in the library can be obtained from other states through a Vocational Curriculum Network search.

Choices and Challenges: Career Planning Activities for Youth 14-20

Linda V[illegible]allenberghe, Department of Education

There must be career planning and goals early in life in order to accomplish the goals. Students have to be made aware of what career planning materials are available, such as "Choices" and "Challenges," two career planning texts published for teenaged boys and girls which have been accepted nationwide. Students also must take time to consider their futures.

Follow-Thru Program for Small High School Graduates

Nathan Kyle, Yukon-Koyukuk School District

Students are helped with forms such as applications for postsecondary schooling and applications for loans. They receive help to get into apprenticeship programs as well as colleges, and personal student contact is kept up wherever they are. They are helped with academic and social adjustments such as urban survival skills. In FY 84, 60 students entered college, and all but three finished the year.

Village Teacher Vocational Program

Roger Neunsinger, Yukon Flats Schools

Yukon Flats School District is training people from the small villages to teach vocational education classes in their schools. The full training program is being pilot tested at the district vocational training center this year and may be opened to other district people in the future.

Students must take time to consider their futures.

Miscellaneous Topics

Identification and Reporting of Child Abuse

Carolyn Frichette, Division of Family and Youth Services, Department of Health and Social Services

Protocols about sexual abuse information are being developed jointly by several state departments and are to be available January 1. School districts are encouraged to adopt local school board policy which allows social workers to interview a child without parent notification. In the past five years, there has been a 173 percent increase in child abuse caseload and only an 18 percent increase of social workers. Rural participants expressed concern about reporting suspected abuse or neglect for fear of community pressure.

How to Staff Small Schools

Sha[illegible]San Nicholas, University of Alaska—Fairbanks

A University of Alaska placement center staffer described how the University of Alaska-Fairbanks screens applications from outside Alaska; how interviews are set up to enable administrators to interview people for specific positions in Alaska; and how the placement office can help find the right person for the job.

Characteristics of Native Leaders

William Demmert, University of Alaska-Juneau, and Bob Silverman, Department of Education

A survey of some 40 Alaska Native leaders in different age groups showed successful leaders had several qualities in common. Some qualities were: 90 percent liked school and excelled in basic subjects; 87 percent participated in extra curricular activities; most earned B grades or better; teachers played an important role in their lives; their families encouraged and supported them; most had personal goals; they wanted to contribute to society; and most experienced covert racism.

Developing Partnerships Between Rural and Urban Schools

Jerry Hartsock, Fairbanks North Star Borough School District

Both urban and rural students benefit from an information exchange about their different lifestyles. Exchanges can be made through pen pal letters, school videotapes and actual student visits. Start with letters and video and once this is established try a short exchange with students. Funding is a problem with physical exchanges, but letters and videos can cost little or nothing, and they teach good communication skills.

Both urban and rural students benefit from an information exchange about their different lifestyles.

Student Leadership: Alaska Future Problem Solving & Closeup

Ray Coxe, Department of Education

The Alaska Future Problem Solving Program and Future Bowl enhance creative

thinking and problem solving skills for students in all grades. Winners of state competitions compete at the the international bowl. The Alaska Closeup program brings students in grades 11 and 12 to Juneau to meet with legislators, learn how a bill is developed and processed and participate in a mock legislative session.

The Small School and the Asian Connection

Ernie Polley, Department of Education

Alaska always has been driven by foreign interests in such industries as seafood processing and timber. Foreign interests are going to drive the future of oil in Alaska, Polley said. "The Age of the Pacific has always been a part of Alaska history," Polley said. In the past, Alaskans have reacted passively to foreign interests. An important way Alaska can develop a role in Pacific Rim development is through education. The Far East is a very heterogenous in language, culture, politics and economies. Participating in a sister schools program is an inexpensive way to learn about other countries and cultures. Videotapes on community life can be made to share with other countries. Sister schools are available in China, Japan and Australia.

Foundation Funding

Don MacKinnon, Alaska Council of School Administrators

After giving a brief overview of the history of school funding in Alaska, MacKinnon presented his concerns about the second draft of the Public School Foundation Program: 1) funding for gifted/talented students was not addressed as a separate item; 2) the definition of vocational education; 3) distribution of PL-874 Impact Aid money; 4) how the formula is calculated; 5) the cost of education index; 6) thinking forward funding is good when in reality it probably will not get approved; 7) equalization; 8) area differentials; 9) supporting handicapped funding, but wanting wording changed to paying "actual" costs rather than "approved"; 10) fund balance should be raised; 11) the Legislature will probably not fund preventive maintenance as a separate fund so it should be factored into the formula. The Council of School Administrators supports an interim formula because there will not be enough time to get a new law passed. The current formula expires June 30, 1985. Participants were concerned about how the foundation addresses teacher housing and if there will be a grandfather clause for the amount of money districts can have in the bank.

Suicide Among Rural Youth— What is the Extent of the Problem?

Gerald Mohatt, University of Alaska-Fairbanks

Suicide and possible means of prevention were discussed. Suicidal tendency symptoms include: talk about one's own death; diagnostic indicators of high stress such as taking risks, ignoring depresession or repressing the issue of suicide; use of alcohol and other related drugs; contagious suicide; and unbearable home situations such as physical and psychological abuse. The economic state in rural villages should be examined. More teacher training is needed to identify suicidal tendencies. Suicide curriculums include self awareness and concept programs.

"The age of the Pacific has always been a part of Alaska history."

Dealing with Child Abuse in a Small Community

Susan Leddy, Anchorage

Indicators that a child is being sexually abused were discussed. Teachers should be aware of significant changes in children or signs that a child is trying to tell what is happening but is afraid. Teachers should be encouraged to preserve children's self-esteem.

Residential Programming for Deaf Students

Robert Thomas and Daisy Cartwright, Alaska State Program for the Deaf; Clyde Vincent, Sensory Impairment Center

Information was presented on the Alaska State Program for the Deaf, the state's Anchorage facility for educating deaf students who do not stay in their home school districts. The importance of socialization was also stressed.

Teachers should be aware of significant changes in children or signs that a child is trying to tell what is happening but is afraid.

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